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ABSTRACT

The San Antonio Center for Educational Development and Excellence (CEDE) is a model of professional school and community partnerships for minority recruitment in teacher education programs. The center involves one public and four private universities and one community college. As part of CEDE's commitment to enlisting new teachers, two 3-week summer institutes were developed. The institutes were first held in 1993; over 75 percent were Hispanic students. These institutes, designed for students who may choose teaching as a career, are held simultaneously for high school students and for college students who have completed their freshman or sophomore year. Educational technology is a primary focus of the institutes; activities include visits to school computer laboratories, field trips to university computer centers, training sessions on TENET, and two-way interactive video debates. The intent of the high school institute is to provide experiences which might ignite an interest in education and encourage participants to consider teaching as a profession. The collegiate institute agenda is primarily the same as the high school institute's, but includes sessions on teacher certification where the high school institute provides college information. While it is too soon to determine whether or not the participants will eventually choose teaching as a career, preliminary follow-up data indicate that the institutes have been successful in promoting an interest in teaching among minority students. (ND)

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San Antonio Center for Educational Development and Excellence Summer Institute Program

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The San Antonio Center for Educational Development and Excellence

Summer Institute Program

One of the greatest challenges facing teacher preparation programs today is the question of how to adequately prepare teachers to respond appropriately to the linguistically and culturally diverse students found in the nation's public schools. Research discloses that disproportionately high failure rates among minority students are indicators of a failure of communication strategies used by teachers and a failure of learning setting to accommodate diversity (Hollins, 1993). Preparing teachers to be responsive to multiethnic, multicultural settings poses definite challenges for teacher education programs. In order to meet these challenges, teacher educators must go beyond providing successful multicultural education; they must actively recruit minority students into the teaching profession.

This promising approach to increase the cultural responsiveness of schools by increasing the number of minority teachers in those schools, has major implications for universities that prepare teachers. It is evident that in order to increase the number of minority teachers in the schools, teacher preparation programs must increase the number of minority education students completing their programs. However, little evidence of this trend exists in most teacher education programs. Goodlad (1990) reports that 92% of all education students are white. Based on this data, increasing the number of minority students going into the teaching profession will require dramatic changes in recruitment projects designed by teacher education programs.

Addressing the problems of minority recruitment in teacher preparation programs has become one of the most important educational issues in the state of Texas. According to a policy research report produced by the Texas Education Agency (TEA), the Texas teaching force is far from matching the diversity of its student body. In 1992-93, 52% of Texas students were minorities while 77% of the Texas teaching force was white (Texas Education Agency, May 1994). This discrepancy has prompted TEA to provide an

avenue for minority recruitment projects in teacher education programs through a model of professional school and community partnerships which link colleges of education, schools, and the business community.

Center for Professional Development and Technology

The San Antonio based Center for Educational Development and Excellence (CEDE), a Center for Professional Development and Technology established by TEA, represents an unparalleled collaboration among educational and community institutions. CEDE"s mission is " to be a collaborative community, a center dedicated to continuous lifelong development of teachers as learners in a culturally diverse, technology enriched, educational environment" (San Antonio Center for Educational Development and Excellence, 1992, p.11). This center is unique in that it involves one public university, four private universities, and one community college: The University of Texas at San Antonio, Trinity University, Incarnate Word College, Our Lady of the Lake University, St. Mary's University and San Antonio Community College. Area school districts, Region 20 Educational Service Center and a variety of community institutions in San Antonio completes the partnership of CEDE. From its inception, CEDE partners recognized that in addition to providing professional development opportunities for preservice and continuing professional educators, they also had a responsibility to recruit prospective teachers. With San Antonio's distinctive multicultural mix, especially its Hispanic population that constitutes over half of the community, one of the specific objectives of CEDE is to recruit and increase substantially the number of ethnic "minority" teachers in San Antonio area schools (San Antonio Center for Educational Development and Excellence, 1992).

As part of CEDE's commitment to enlisting new teacher educators, two summer institutes for prospective education professionals were developed. These institutes,

designed for students who may choose teaching as a career, are held for different age groups. One institute is held for high school students and the other for college students who are just finishing their freshman or sophomore year. Both institutes actively seek minority participants. The Summer Institute program is jointly planned and taught by education faculty members from Incarnate Word College, Our Lady of the Lake University, San Antonio College, St. Mary's University Trinity University and the University of Texas at San Antonio (San Antonio Center for Education and Excellence, 1992).

CEDE Summer Institutes

The first CEDE Summer Institutes were held in the summer of 1993. The focus of the program was to recruit primarily minority students who had expressed an interest in the teaching profession and further this interest by providing a variety of educational experiences. Students were actively recruited from all Bexar County colleges and universities and all seventeen Bexar County Independent School Districts and private schools. Interested students were required to submit an application with two letters of reference, current G.P.A. standing and a letter of purpose.

Both high school and collegiate institutes were designed to be three weeks in length with a one week overlap between the institutes. This overlapping week would allow for mentoring of the high school students by the university students as most in the high school group would be first generation college candidates.

From the outset of the program, educational technology was planned as a primary focus of both institutes. Every effort was made to incorporate current and future technological learning tools into the experiences in order to address the technology fears and anxieties many future teachers experience. Institute technology activities included visits to the most up-to-date school computer labatories where institute students produced

their own newspapers and portfolios, field trips to university computer centers where participants were exposed to opportunities for hands-on computer adventures, a training session on TENET at the Region Service Center and two-way interactive video debates where students participated in lively discussions over current educational "hot topics".

CEDE Secondary Student Institute

Using grant monies, the high school students attending the three week institute are paid a stipend of $50.00 per week plus a bonus of a CEDE Summer Institute T-Shirt. These T-Shirts, worn on field trips and school visits, help to develop a sense of identity and pride among the students. While the high school students report to the same location daily, on most days they are bussed to various locations in San Antonio and twice they make trips outside the city.

The "kick off" activity for this institute is a parent-student-faculty party where get acquainted games are played and parents are appraised of the agenda of the institute and transportation issues. While the institute agenda includes the aforementioned field trips to technology sites, high school students also visit innovative professional development schools at the middle and elementary levels and early childhood centers. Field trips to Sea World Education Center, Fiesta Texas Education Center, Southwest Research Institute, and USAA, one of the CEDE business partners, are also on the agenda. Additionally, field trips are taken outside the city to YO Ranch in Kerrville and the Children's Association for Maximum Potential Summer Camp (C.A.M.P.). The YO Ranch adventure consists of a ropes challenge course and a team building experience course. C.A.M.P. Camp is a summer program for children who are so medically, emotionally or physically challenged that they cannot attend other camp programs. In addition to these field trips, seminars are held to provide information on financial aid, college admission procedures, SAT-ACT reviews and procedures, innovative technological equipment and

programs for the future and gangs and violence in the schools. Parents are invited to attend all seminars.

The intent of the CEDE Secondary Student Institute is to provide experiences which ignite an interest in education and encourage high school students to consider teaching as a profession. Consequently, the institute is fun, exciting, adventurous and an exploration. After all, isn't that what education and teaching is all about

CEDE Collegiate Institute

College and university students apply for the CEDE Collegiate Institute through their own respective schools. Applicants must have completed their freshman year prior to the beginning of the institute, show an interest in teaching as a career, and have a 2.5 G.P.A. Participants in the institutes receive a scholarship to attend and three hours college credit through their college or university.

The agendas for the Collegiate Institute and the Secondary Student Institute are primarily the same. However, the university format deletes the seminar on college information and provides a seminar on teacher certification. Included in this seminar is a panel of current teachers from all levels and many areas of specialization who discuss what they actually do in the schools and, if given the opportunity, would they choose the same career path again. Also, collegiate students are required to develop a portfolio which includes a daily journal, a review of at least five current educational articles, a resume and a personal "Get To Know Me" section. These portfolios are presented orally to the collegiate group on the final day of the program and then given to their respective university or college faculty member for further evaluation.

Conclusion

Since the CEDE Summer Institute Program is only two years old, the success of this long-range project is difficult to assess. While it is too early to determine whether or not the participants will eventually choose teaching as a career, a longitudinal study is underway to answer this question. However, preliminary follow-up data indicate that the institutes have been successful in promoting an interest in teaching among minority students. Of all the participants in the institutes, over 75% were Hispanic students. This achievement is particularly positive given the dramatic need for Hispanic teachers in Texas.

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